



Cycle 1 Group 3

Dates: October 2020- December 2020

## Texas Education Agency 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Dodd City Independent School District  
CDN: 074-904

LEA Compliant

Non-Compliance Identified

Corrective Actions: Not Applicable

### INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Dodd City ISD for their efforts, attention, and time committed to the completion of the review process.

The TEA has developed a monitoring approach that reviews compliance-based indicators while also looking for best practices. In commitment to the approach, the cyclical monitoring report will provide the results of the LEA's compliance review related to the Individuals with Disabilities Education Act (IDEA) and federal and state statutes, a summary of data related to Results-Driven Accountability (RDA), State Performance Plan (SPP), Significant Disproportionality (SD), and dyslexia program evaluation will recommend targeted technical assistance and support for LEAs related to special education, and highlight best practices of LEAs that demonstrate success.

### CYCLICAL MONITORING

The TEA conducts cyclical reviews of all LEAs statewide over six years. The purpose of cyclical monitoring is to support positive outcomes for students with disabilities and to determine compliance with special education regulations and dyslexia program regulations.

LEAs are required to submit artifacts and/or sources of evidence for compliance and promising practices review in the following areas:

- Child Find/Evaluation/FAPE
- IEP Development
- IEP Content
- IEP Implementation
- State Assessment
- Properly Constituted ARD Committees
- Transition

## 2020–2021 CYCLICAL REVIEW COMPLIANCE SUMMARY

On August 27, 2019, the TEA conducted a policy review and comprehensive desk review of Dodd City ISD. The total number of files reviewed for the Dodd City ISD comprehensive desk review was 15. The review found overall that 15 files out of 15 files were compliant. An overview of the policy review and student file review for Dodd City ISD are organized in the chart below by indicating the number of compliant findings within the reviewed file submissions related to the compliance area. Itemized details of these findings are in the appendix:

Compliance Area	Policy Review (# compliant of # reviewed)	Student File Review (# compliant of # reviewed)
Child Find/Evaluation/FAPE	18 of 18	15 of 15
IEP Development	5 of 5	15 of 15
IEP Content	3 of 3	15 of 15
IEP Implementation	21 of 21	15 of 15
Properly Constituted ARD	8 of 8	15 of 15
State Assessment	4 of 4	15 of 15
Transition	6 of 6	6 of 6

## DATA SUMMARY OF RESULTS-DRIVEN ACCOUNTABILITY, STATE PERFORMANCE PLAN INDICATORS, AND SIGNIFICANT DISPROPORTIONALITY

The following supplemental data may be used to support development of the Strategic Support Plan (SSP) for continuous improvement and/or a Corrective Action Plan (CAP) if noncompliance is identified.

Year	Results-Driven Accountability (RDA) Determination Level	SPP Indicators 11, 12, 13 Compliance*	Significant Disproportionality
2020	DL 1—Meets Requirements	COMPLIANT	N/A

\*Indicator 11: Child Find  
Indicator 12: Early Childhood Transition  
Indicator 13: Secondary Transition

## 2020-2021 COVID-19 IMPACT NARRATIVE SUBMISSION

In the 2020-2021 academic year, Local Education Agencies (LEAs) had an opportunity to share the practices incorporated to support Child Find and FAPE for students being served by special education during the COVID-19 pandemic by completing the COVID 19 Impact Narrative.

Dodd City ISD submitted a COVID-19 Impact Narrative as a supplement to their Cyclical Review:

Yes\*     No

## 2020-2021 CYCLICAL REVIEW PARENT, TEACHER, ADMINISTRATOR INTERVIEWS/SURVEY

### Staff and Family Surveys

On August 27, 2019, the TEA Review and Support team received 33 surveys during the comprehensive desk review. The Review and Support surveys focused on the following review areas:

Eighty percent of participants felt they receive sufficient communication from their school. The best way the school/district provides information about (trainings, online trainings, support groups and other available resources) concerning special education services is via notices sent home followed by email, phone calls and the school website.

Most parent/family member participants felt they would be most comfortable attending special education information sessions at the school campus.

All participants indicated they have a clear understanding of special education services.

Several areas of special education that participants would like to know about were as follows:

- Child Find Evaluation and ARD Network
- The Inclusion in Texas network and the Texas Sensor Support Network (TxSSN)
- Texas Statewide Leadership for Autism Training (TSLAT)
- Tiered Interventions Using Evidence-Based Research (TIER)
- Texas Sensory Support Network (TxSSN)
- Small and Rural Schools Network
- Student-Centered Transition Network (SCTN)
- Multiple Exceptionalities and Multiple Needs

Many participants felt training in to help meet the needs of students with disabilities was effective or somewhat effective.

Sixty-Five percent of participants agree that there were frequent opportunities to collaborate with related service providers.

The only obstacle concerning student's special education programming and services was reported as

timely updates on student progress.

All participants agree with the importance of including students interests/life goals in the transition process with 40% of participants strongly agreeing.

Many participants indicated they chose In-Person learning model. Seventy percent of respondents reported that remote learning for students receiving special education was effective or somewhat effective.

Ninety percent of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan was effective in documenting student progress.

During COVID closures the top three ways indicated that teachers provided support to students with moderate to severe disabilities were:

- teachers provided supports needed for students to be successful.
- made regular contact with students and parents to meet academic and emotional needs.
- Modified work and individualized support.

Participants indicated that current COVID school closure/remote learning they needed professional development, specifically teaching in a virtual environment the higher

Participants indicated that during COVID school closure/remote learning strategies the top two supports used by the district that didn't work well for students with disabilities were shared devices for one family and online submission of assignments.

The majority of participants indicated that they agreed or strongly agreed that school staff worked with parents/guardians in addressing severe behavior and work refusal.

This survey was approved by the Texas Education Agency's data governance board. Participation in this survey was both voluntary and anonymous. No data was collected identifying a name so that individual responses cannot be linked to any respondent. Participants were given the option to stop the survey at any time.

## Strengths

Based on results of the policy review and student file review, along with data collected from LEA staff and family surveys, the Review and Support team identified the following strengths for Dodd City ISD:

- Dodd City ISD demonstrated evidence of compliance in all areas of the desk review.
- Deliberations provide helpful context to the holistic approach to IEP development.
- Transition plans demonstrate the commitment to tailoring post-secondary plans to the individual interests and skills of students.

## Considerations

Based on results of the policy review and student file review, along with data collected from LEA staff

and family surveys, the Review and Support team identified the following considerations for Dodd City ISD:

- Dodd City demonstrated high parent participation and parents often waived their 5 days. However, it is recommended to schedule the meetings a minimum of five days to ensure compliance is met.
- Annual goals should closely align with the student’s Present Levels of Academic Achievement and Functional Performance (PLAAFPs) statements to improve student results.

## Technical Assistance

As a result of monitoring, the TEA has identified the following technical assistance resources to support Dodd City ISD engaging in **universal** support as determined by the RDA performance level data and artifacts within the compliance review:

Topic	Resource
IEP Implementation	<p><a href="#">Parent Resource for the IEP</a>: Center for Parent Information and Resources: The process of developing a child's IEP begins with proper notification and invitation to attend. This guide will help navigate the process and define the parent role in the IEP meeting:</p> <p><a href="#">Parent Resource for Scheduling Meetings</a></p>
IEP Development	<p><a href="#">Technical Assistance: IEP Development</a>. The IEP Development document is part of an ongoing series to provide technical assistance to LEAs from the Texas Education Agency.</p>
Requested Technical Assistance Networks	<p><a href="#">Child Find, Evaluation and ARD Support Network</a>: The Child Find, Evaluation and ARD Supports Network assists LEAs by providing resources and training that are aligned with implementing effective Child Find practices, conducting comprehensive evaluations, and practicing collaborative admission, review, and dismissal (ARD) committee processes that lead to a free appropriate public education (FAPE) for students with disabilities.</p> <p><a href="#">The Inclusion in Texas network and the Texas Sensor Support Network (TxSSN)</a>: The Inclusion in Texas Network is working to promote a statewide culture of high expectations for students with disabilities and significantly improve academic and functional outcomes for students served by special education. The network assists LEAs build capacity to develop and appropriately implement instructional programs that provide meaningful access to inclusive environments and grade-level standards, where appropriate.</p> <p><a href="#">Texas Statewide Leadership for Autism Training (TSLAT)</a>: Texas Statewide Leadership for Autism Training (TSLAT) increases LEAs’ knowledge, understanding, and implementation of evidence-based</p>

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practices that ensure the academic, functional, and behavioral needs of students with autism are met. TSLAT provides access to training, technical assistance, support, and resources for educators who serve students with autism. The TSLAT website includes online courses (some in Spanish), webinars, information about opportunities for deeper learning, a video library, and more.

[Tiered Interventions using Evidence-Based Research \(TIER\)](#): The Tiered Interventions using Evidence-based Research (TIER) network is developing comprehensive and coherent trainings and resources for evidence-based intervention practices across the state. The network strives to increase LEA and ESC capacity to develop and implement an effective, integrated, comprehensive framework for intervention that is grounded in differentiated instruction and aligns the systems that are fundamental for all students' academic, behavioral, and social achievement.

[Texas Complex Access Network \(Texas CAN\)](#): The Texas CAN Network provides statewide leadership and support to increase the capacity of LEAs and families to meet the needs of students with significant cognitive disabilities. The network provides resources and supports that provide for the complex and intensive educational and functional needs of students with significant cognitive disabilities.

[Small and Rural Schools Network](#): This network strives to build capacity of small and rural LEAs to provide a more equitable level of access for students with disabilities in these communities. The network will develop state-level infrastructures, resources, and professional development to support LEAs who face unique challenges, such as resource limitations and geographic remoteness.

[The Student-Centered Transitions Network](#): The Student-Centered Transitions Network builds collaborative infrastructures among students, families, schools, LEAs, and communities. The SCTN aims for all students with disabilities to be actively involved in planning, communicating, and evaluating progress in meeting their transition goals from early childhood through high school graduation and postsecondary readiness.

[Multiple Exceptionalities and Multiple Needs \(MEMN\)](#): A student with multiple exceptionalities and multiple needs is a student served by special education and identified in one or more of the following special populations: gifted and talented (GT), English learner (EL), or highly mobile family situation, including military, migrant, foster, or homeless. The multifaceted needs of these students require planned and purposeful coordination. Through the creation of partnerships

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	and a foundation in evidenced-based practices, this network builds capacity for educator support through training and resources specific to identification and programming for students with multiple exceptionalities and multiple needs.
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## Findings of Noncompliance

A finding is made when noncompliance is identified with the Review and Support report findings, SPP notification, and/or individualized education program (IEP) requirements. Noncompliance that is systemic in nature must be included in a comprehensive corrective action plan (CAP) with action steps to address each of the noncompliance findings. ***When noncompliance has been identified as part of this cyclical review, Dodd City ISD will receive formal notification of noncompliance in addition to this report.***

The TEA Division of Special Education Monitoring will further advise the LEA on the corrective action process, if applicable.

The TEA follows procedures for the correction of noncompliance consistent with federal guidelines (OSEP Memo 09-02.)

Before the TEA can report that noncompliance has been corrected, it must first verify the LEA:

- Has corrected each individual case of noncompliance (Prong 1); and
- Is correctly implementing the specific regulatory requirements (i.e., subsequently achieved 100% compliance) (Prong 2).

The TEA is required to monitor the completion of a corrective action plan if any noncompliance is discovered. The corrective action plan must be designed to correct any and all areas of noncompliance ***as soon as possible, but in no case later than one year from the date of notification.***

## Corrective Action Plan (CAP)

The LEA will develop a CAP to address any items identified as noncompliance in this summary report. An approved form for the CAP can be accessed on the Review and Support website or in the resources located in Ascend Texas.

The LEA must submit the CAP in Ascend within 30 school days from the date of this report and/or formal notification of noncompliance. The TEA will review the CAP submitted by the LEA for approval. If the TEA determines that a revision(s) is necessary, the LEA will be required to revise and resubmit. The Review and Support team will contact the LEA to provide notification when the CAP has been approved.

## Individual Correction

The educational agency has **60 school days** from the date of this summary report to correct all identified findings of noncompliance for individual students, unless noted otherwise in the report.

## LEA ACTIONS

Timeline for Strategic Support Plan (SSP) and/or Corrective Action Plan (CAP) Below:

Required Actions	Submission Due Date	Completion Due Date	Support Level	Communication Schedule
SSP	N/A		Universal	Not applicable

For more information about cyclical monitoring and the Differentiated Monitoring and Support process, please visit the [Review and Support website](#)

\*\*LEA may have previously identified corrective actions in addition to findings in this report.



## REFERENCES

[Differentiated Monitoring and Support System](#)

[Review and Support General Supervision Monitoring Guide](#)

[State Performance Plan and Annual Performance Report and Requirements](#)

[Results-Driven Accountability Reports and Data](#)

[Results-Driven Accountability District Reports](#)

[Results-Driven Accountability Manual](#)